



ACIP

Westview Elementary School

Phenix City Board of Education

Mrs. Marceda Lewis, Principal
1012 Ingersoll Drive
Phenix City, AL 36867

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Westview Elementary School was established in 1962. It is a neighborhood school which services a student population of approximately 415 scholars. Adjacent to our campus is the campus of the Phenix City Early Learning Center which services approximately 160 pre-k students. The Early Learning Center team is comprised of a Director, a Secretary, 9 Certified Teachers, 9 Paraprofessionals, and 2 Custodians. The center operates under the guidance of the Office of School Readiness (OSR). Together, we impact the lives of approximately 575 students daily.

Westview is located at 1012 Ingersoll Drive in Phenix City, Alabama. The student body is comprised of 86% black students, 9.4% white students, 3.3% Hispanic students, and 1.2% multi-raced students. The 45 member faculty and staff consists of a Principal, a Secretary/Bookkeeper, a Speech Pathologist, a Collaborative Teacher, a Reading Specialist, a Counselor, a Media Specialist, 2 Paraprofessionals, 21 Classroom Teachers, 1 Intervention Teacher/Smart Lab Facilitator, 2 Physical Education (P.E.) Coaches, 10 Child Nutrition Program employees, and 2 1/2 Custodians.

Students are exposed to technology in the classrooms via the Smart Board, Elmo document cameras, classroom computers, an iPad mobile lab, a mini laptop lab, Chromebooks, and the Promethean Board. Other technology resources are available for classroom check-out from the media center. Students and teachers can use the Spheros and the Osmo as desired. In addition to technology access in the classrooms, the students have a computer lab in the media center and a state of the art SMART Lab on campus. Every teacher is equipped with an iPad and two iPad minis for their classroom! These resources are used to captivate students' attention and to support and enhance the rigorous instruction being provided by our team members.

Westview has experienced a noticeable amount of change during the last four years. There have been more than ten changes made to the faculty and staff listing. The turnover has been due to retirement, relocation to areas closer to family members, opportunities for advancement, and our efforts to secure teachers who are dedicated to making our students better every day by addressing their individual learning needs. Each year, we adapt, adjust, and move forward with the task of providing a quality education to the children of Phenix City.

Our school is nestled on the hillside behind one of Alabama's major highways, the 280 Bypass. We are just a few moments away from the Georgia State line. Westview Elementary School has the support of our community leaders and businesses. Troy University has partnered with our school to provide tutors and volunteers to assist student learning. Additionally, local business partners such as the Waffle House, Westrock, and Summerville United Methodist Church support the programs offered to our students and parents by providing resources, volunteers, donations, incentives for teachers and students, and refreshments, as needed. We are fortunate to have a support network. Our stakeholders care about the education of the children in our community.

Even though we have much to celebrate, there are still some challenges associated with the community of our school. The challenges are inclusive of, but not limited to: implementation of and mastery of the Alabama Course of Study/Common Core Standards as measured by standardized assessments, adjustment to a new math program (Investigations), implementation of Mastery Connect, management of personnel to address academic needs and the operations of the Smart Lab, the lack of consistently accurate contact information for parents throughout the school year, the minimized sense of urgency for some stakeholders regarding academic progress and student discipline.

faculty changes (teachers), and the lack of parking for school events.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Westview Elementary School, in partnership with family and community, is to ensure each student develops into a responsible and productive citizen who is prepared for the challenges of the future. Our goal is to provide excellent learning experiences for all of our students every day.

Teachers collaborate routinely in order to share effective instructional strategies and discuss students' progress in content areas and plan for instructional experiences which address the individual needs of the scholars enrolled at Westview. Through active participation in lesson planning, data meetings, grade level meetings, Student Support Team (SST) or Response to Instruction Team (Rtl) meetings, and collaborative discussions, teachers are able to identify and address the needs of their students. Every member of our faculty understands that every day of instruction counts and every team member contributes to the success of the scholars enrolled at Westview. We provide enriching and engaging learning experiences which address the objectives outlined in the Alabama Course of Study on a daily basis.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The faculty and staff at Westview Elementary School make a concerted effort to stay abreast of current trends in education, to improve student achievement, to teach civic responsibility, and to make fiscally sound decisions for school programs. Consequently, our school seeks researched proven strategies to impact the culture of our school and grants to support interactive and engaging learning opportunities to prepare our scholars for life in the 21st century.

Our team made gains on the spring 2016 administration of the ACT Aspire in four of six of the tested areas. We are proud of the gains made thus far and are earnestly working to continue to positively impact student achievement. The proficiency rate for our EL students has met or exceeded the district goals for the last two years; and fourth and fifth grade had scholars who attained the "exceeding" proficiency level on the ACT Aspire. The ACT Aspire is the latest standardized assessment for the state of Alabama.

The 2016-17 school year is the inaugural year for Westview scholars to participate in structured art and music classes on campus. The incorporation of the arts is well appreciated by students, parents, and faculty members.

It is our goal to be recognized as one of Alabama's Torchbearer Schools within the next three years. We want to improve the way we teach and the way our students apply the skills taught. We are gearing up for a year of heightened science, technology, engineering, arts, and mathematics (STEAM) activities through our core subject and exploratory lessons. WES has conquered the challenge of improving student achievement scores before and we are confident in our abilities to do so again.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Westview Elementary School team collaborates routinely for the purpose of enhancing students' learning and meeting the needs of all students. This collaboration occurs at Grade Level/Student Support Team meetings. Problem Solving Teams or Pupil Support Team (PST) assist teachers with the development of an intervention plan for students identified as struggling or experiencing a deficit in a content area(s). The teams convene monthly to discuss overall student progress and the progress of specific students who receive supplemental services through Tier II (small group) instruction provided by the classroom teacher.

If the students are deemed to be making progress, the interventions are continued. However, when students are not progressing toward an established goal, the SST refers the student to the Response to Intervention (RtI) committee. The RtI committee outlines other means of intervention for struggling students. Student progress is monitored regularly, data is collected and communicated to the team and the parent or guardian of the student and recommendations for testing are made, as dictated by the data collected over the course of the school year. Additionally, students may be pulled out of the classroom for targeted assistance (Tier III) provided by a certified instructor, not the classroom teacher.

In addition to having Problem Solving Teams and time allotted for grade level meetings, Westview teachers are afforded the guidance of a Reading Specialist and a half-time intervention teacher. We are implementing strategies to increase overall student performance and targeting areas identified for improved instructional performance with their assistance. Professional development is provided as needed and supplemental resources are secured as required to provide a high quality education and engaging, hands-on opportunities for all scholars enrolled at Westview.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school leadership team collaborated during the summer of 2016 for the purpose of assessing attainment of the goals outlined in the 2015-16 Continuous Improvement Plan and for the purpose of revising the goals to target academic and organizational needs. Aspire data was shared and discussed. Other data used to gauge progress included attendance data, end-of-year STAR data for reading and math, DIBELS data, and parent surveys completed in May 2016. The same data was shared with the faculty and parents during meetings in August 2016. After which, the faculty collaboratively reviewed and revised goals to address needs identified through data disaggregation and set performance benchmarks to accomplish state proficiency expectations.

The School Leadership Team encompasses representatives from all grade levels as well as the principal, reading specialist, EL representative, speech pathologist, collaborative teacher, and parents. Team members are selected because of their knowledge of curriculum and interest in the success of our students and our school. The members are responsible for any decision-making regarding the Continuous Improvement Plan and the distribution of information to their constituency groups.

Input from parents and community members is actively sought in order to ensure that student needs are identified and all available community resources are being utilized. Invitations for participation on the School Leadership Team were extended to parents during registration and during the Open House Meeting.

Faculty members are responsible for maintaining documentation of data sources. Implementation of the plan is monitored and reviewed periodically at faculty meetings, grade level meetings, data meetings, and School Leadership Team meetings. The purpose of these meetings is to determine how the outlined strategies are impacting student achievement. Progress is communicated to the faculty, parents, students, and stakeholders through faculty meetings, Parents on Board meetings, progress reports, student planners, and newsletters in order to foster a shared commitment for quality education for all students at Westview Elementary.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents, teachers, and community members participated in the development of the plan which will guide teaching and learning for Westview Elementary School. Parents and community members were surveyed, requested to attend planning meetings, asked to serve on the advisory committee, and asked to attend Title I meetings for the school and the district. Students were surveyed. Teachers were asked to attend planning meetings, maintain accurate data binders, and participate in data meetings. Teachers were also tasked with contributing to the development of portions of the Continuous Improvement Plan goals. The administrator facilitated a data disaggregation meeting and reviewed each grade level's data and the importance of each grade level's contribution to the success of our team.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Once approved, the plan will be shared at a November Parents on Board Meeting. It will also be shared electronically and made available on the school's website. The plan will be reviewed during each nine week grading period to assess our progress toward intended goals and to assess the effectiveness of the strategies selected. Stakeholders will be informed of our progress at Parents on Board Meetings held throughout the year.

Printed copies of the document are kept in the Parent Resource Center (lobby area) and the Media Center at Westview. The Continuous Improvement Plan is available for review at any time by stakeholders.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The proficiency rate for four of the subtests on the ACT Aspire increased more than eight percentage points from the 2015 administration of the ACT Aspire Test to the 2016 administration of the test.

Reading

- 4th Grade increased by 8.24%
- 5th Grade increased by 9.64%

Math

- 3rd Grade increased by 9.44%
- 5th Grade increased by 14.81%

Describe the area(s) that show a positive trend in performance.

School wide, reading data reflect a 6% or higher increase in the following areas:

Key Ideas and Details increased from 17% proficient in 2015 to 23.94% proficient in 2016

Craft and Structure increased from 22% in 2015 to 28.19% in 2016

- 4th grade reading proficiency rates increased 8.24% from 2015 to 2016.
- 5th grade reading proficiency rates increased 9.64% from 2015 to 2016.

School wide, mathematics data reflect increase in the following areas:

Justification and explanation increased from 40% in 2015 to 47.34% in 2016

- 3rd grade mathematics proficiency rates increased 9.44% from 2015 to 2016.
- 5th grade mathematics proficiency rates increased 14.81% from 2015 to 2016.

Which area(s) indicate the overall highest performance?

Fifth grade reading and mathematics scores reflect the most growth.

- 5th grade reading increased by 9.64% and
- 5th math increased by 14.81%.

However, 3rd grade mathematics proficiency rates were the highest overall of the tested grades for mathematics; and 5th grade reading

proficiency rates were the highest overall of the tested grades for reading.

Which subgroup(s) show a trend toward increasing performance?

Data show a decline in the percentage of third grade students classified in the Need Support category on the Reading subtest. The percentage has declined as follows:

- 63.07% Need Support in 2015
- 59.42% Need Support in 2016

Justification and Explanation

Data reflect a decrease in the percentage of third grade students classified under the needs improvement category for Justification and Explanation:

- 64.61% Needs Support in 2015 decreased to
- 55% Needs Support in 2016

Each year more students are moving closer to attaining the proficient category on the ACT Aspire Test.

Not enough data has been collected to establish a trend. However, 2016 data show female students are outperforming male students in reading and math. Overall, female proficiency rates are increasing yearly.

Between which subgroups is the achievement gap closing?

Aspire data reflect the strongest performance in mathematics. The achievement gap between black and white students on the math assessment is widening. School wide data reflect an increase in the performance of black students from the 2015 administration of the ACT Aspire to the 2016 administration of the test.

The proficiency rate for black students increased from 20.30% in 2015 to 27.21% in 2016. This is an increase of 6.91% school wide. Additionally, the proficiency rate for white students increased from 30.76% in 2015 to 55.55% in 2016. The gap between black and white students has widened from 10.38% to 28.34% proficient.

Which of the above reported findings are consistent with findings from other data sources?

According to STAR data, students need to improve math skills foundations and measurement and key ideas and details. This is consistent with data from the Aspire.

Students need to be exposed to more informational (nonfiction) text and corresponding vocabulary.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The proficiency rate for the end of the year administration of the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Next Oral Reading Fluency subtest was below the expected levels of performance.

- 1st Grade - 39% of the students assessed were classified as Core
- 2nd Grade - 33% of the students assessed were classified as Core
- 3rd Grade - 26% of the students assessed were classified as Core

Additionally, the majority of third through fifth grade students did not attain proficiency goals, even though growth was shown in four of the tested areas for the ACT Aspire administered in the spring of 2016. Specific areas identified for improvement are:

Measurement - 4th Grade 39.34% proficient; and 5th Grade 12.06% proficient

Justification and Explanation - 4th Grade 36.06% proficient

Describe the area(s) that show a negative trend in performance.

Note: Data is reviewed and compared from year to year. The data reflects the performance of different groups of students.

According to the 2013-14 DIBELS reports, 67% of 2nd grade students scored at benchmark level in Oral Reading Fluency (ORF). The 2014-15 report reflected 51% of 2nd grade students were at benchmark; and the 2016 end of year report reflects 33% of the students tested were at the Core level. This is a 18% decline from the 2015 administration of DIBELS Next.

Kindergarten Nonsense Word Fluency (NWF) Correct Letter Sounds scores declined in the spring 2015 administration by 28%. The students achieved at a proficiency rate of 96% during the 2014 spring administration and a proficiency rate of 68% in 2015 (DIBELS Next assessment was used). Data from 2015-2016 classifies 51% of kindergarten students at the Core level.

With this being the third year of ACT Aspire data, there is not an identifiable trend. However, 4th grade math and 3rd grade reading overall have lower proficiency rates than last year.

Which area(s) indicate the overall lowest performance?

The ACT Aspire data reflects 81.16% of third grade students did not attain readiness level in Key Ideas and Details; 85.25% of fourth grade students did not attain readiness level in Measurement and Data; and 87.94% of fifth grade students did not attain readiness level in Measurement.

Which subgroup(s) show a trend toward decreasing performance?

The spring 2015 data reflect females in grades three through five are outperforming males in math. More boys than girls are performing at the Need Support level in each grade level. Data from 2016 reflect girls outperform boys in both reading and math.

Note: Girls have earned higher proficiency percentages; however, boys have shown increase in both categories. No trend can be established yet.

Between which subgroups is the achievement gap becoming greater?

The gap in achievement in reading and math between males and females school wide is an area targeted for improvement. Both subgroups (males and females) have shown improvement overall, but the gap has widened.

In 2015, girls earned a proficiency rate 10.93% higher than boys in math. In 2016, girls earned a proficiency rate 15.95% higher than boys in math.

In 2015, girls earned a proficiency rate 7.97% higher than boys in reading. In 2016, girls earned a proficiency rate 9.58% higher than boys in reading.

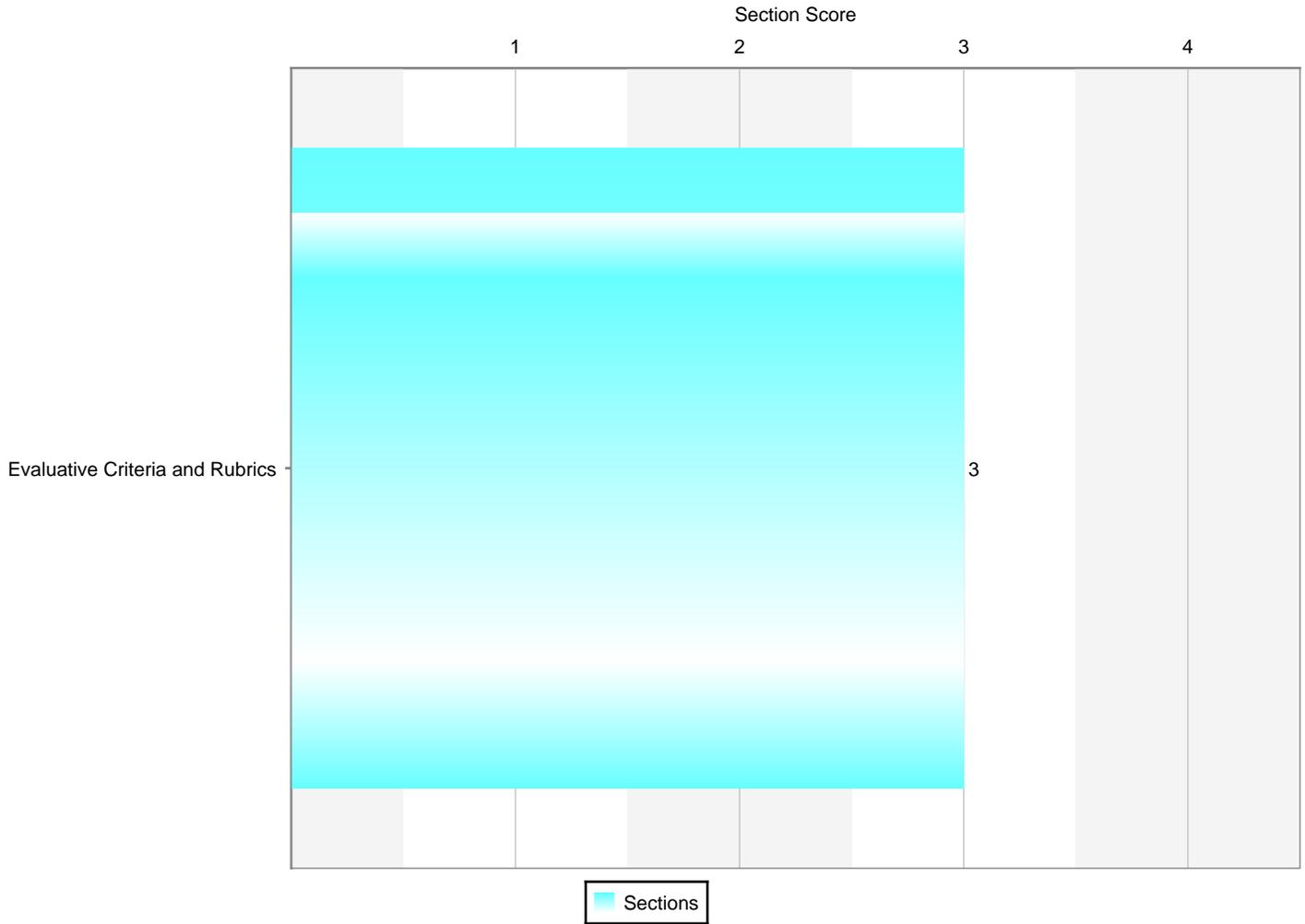
Which of the above reported findings are consistent with findings from other data sources?

According to STAR Math data, students are not mastering Number and Operations standards consistently.

According to STAR Reading data, students are not mastering key ideas and details. Both findings are consistent with Aspire.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Leadership Team Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Title IX (Equal Opportunity) is the policy of the Phenix City Board of Education that no person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity of Phenix City Public Schools on the basis of sex, race, religion, belief, national origin, or ethnic group.	Title IX Assurance 2016-17

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The Phenix City School District has designated Mr. Joe Blevins as the person responsible for coordinating efforts to comply with and carry out non-discrimination directives. His contact information is below. Mr. Joe Blevins Phenix City Board of Education 1212 Ninth Avenue P.O. Box 460 Phenix City, Alabama 36867 (334) 298-0534	

ACIP

Westview Elementary School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	The Engagement Plan is followed by the Parent Volunteer Form which is shared during summer registration and anytime throughout the year. This form allows parents to inform us of some of the types of activities in which they would like to participate during the course of the year. Mrs. M. Gordey Lewis, Principal	Parent Engagement - Stakeholder Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Mrs. M. Gordey Lewis, Principal	School Compact 2016-17

Goals and Plan for 2016-17

Overview

Plan Name

Goals and Plan for 2016-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Westview Elementary School third grade students will increase reading proficiency levels.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$79000
2	Westview Elementary School students will increase mathematics proficiency levels.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$5300
3	Parent (guardian) engagement in school activities will increase.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$200
4	EL students will make adequate progress in language acquisition.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
5	Westview Elementary students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1000
6	Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	Implement an i3 Initiative at the school level to prepare students for 21st century college and career expectations	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$110000
8	Careers in Technology	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$250
9	Westview fourth and fifth grade students will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Westview Elementary School third grade students will increase reading proficiency levels.

Measurable Objective 1:

A 12% increase of Third grade students will demonstrate a proficiency in identifying key ideas and details, craft & structure, and integration of knowledge & ideas in Reading by 04/06/2017 as measured by the ASPIRE Test..

Strategy 1:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	07/20/2016	04/07/2017	\$0	No Funding Required	All faculty members
Activity - Lesson Planning for Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning time to develop engaging whole group (Core) and small group (Intervention) lessons which are based on the reading/language standards for their grade level. Additionally, training facilitated by ARI (Alabama Reading Initiative) and AMSTI (Alabama Math, Science, and Technology Initiative) personnel will support standards based and engaging lesson plan development.	Professional Learning	07/27/2016	05/05/2017	\$0	No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives
Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates test taking strategies.	Professional Learning	08/04/2016	05/19/2017	\$0	No Funding Required	All faculty members
Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0	No Funding Required	All faculty members

ACIP

Westview Elementary School

Activity - Tutorials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Westview Elementary School will offer tutoring to students to improve the achievement of WES scholars. Westview students will participate in small group tutorials which may be facilitated by teachers, T.E.A.R.S. personnel, university students, and high school students during the school day and after school at least three times per week.	Tutoring, Academic Support Program	10/05/2016	05/23/2017	\$75000	Other	Teachers, T.E.A.R.S. personnel, Troy students, high school students, 21st Century personnel

Activity - Summer Tutorials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected students (based on data) will participate in summer academic support activities in reading/language arts. Activities will be based on reading standards.	Academic Support Program	06/01/2016	07/14/2016	\$3000	Title I Part A	Teacher; bus driver

Strategy 2:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, ACT Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category: Develop/Implement Learning Supports

Research Cited: Ronka, D., Lachat, M., Slaughter, R., & Melter, J. (2008). Answering the questions that count. Educational Leadership, 66 (4), 18-24.

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/12/2016	04/12/2017	\$1000	General Fund	All K-5 teachers, reading specialist, intervention teacher, counselor, principal

Strategy 3:

Set Reading Achievement Goals - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Sweeney, D. (2011). Student-centered coaching: a guide for k-8 coaches and principals. Corwin.

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Academic Support Program, Behavioral Support Program, Parent Involvement	10/12/2016	04/19/2017	\$0	Title I Schoolwide	All faculty members
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Goal 2: Westview Elementary School students will increase mathematics proficiency levels.

Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/06/2017 as measured by the ASPIRE Test administered in the spring.

Strategy 1:

Teach Math Standards - Teachers will use the Alabama Course of Study and Common Core Standards as a guide to identify grade level appropriate standards for mathematics. Teachers will use the Investigations math program to support teaching of mathematics standards. Additionally, training will be provided by AMSTI personnel.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/04/2016	05/19/2017	\$0	No Funding Required	All faculty members

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Training facilitated by AMSTI will also support lesson planning and student engagement.	Professional Learning	08/04/2016	04/06/2017	\$0	No Funding Required	All faculty members, AMSTI representatives

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/04/2016	04/06/2017	\$0	No Funding Required	All faculty members

ACIP

Westview Elementary School

Activity - Tutorials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring, Academic Support Program	10/24/2016	05/19/2017	\$1000	Other	Teachers, Troy students, high school students, 21st Century personnel

Activity - Summer Tutorials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected students (based on data) will participate in summer academic support activities in mathematics. Activities will be based on math standards.	Academic Support Program	06/01/2016	07/14/2016	\$3000	Title I Part A	Teacher (Ms. Shoultz); Bus driver

Strategy 2:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, ACT Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/24/2016	05/19/2017	\$0	Title I Schoolwide	All faculty members, administrator, secretary

Strategy 3:

Student Centered Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Category: Develop/Implement Learning Supports

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/06/2016	05/19/2017	\$300	Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/17/2016	05/19/2017	\$1000	Other	All faculty members

Goal 3: Parent (guardian) engagement in school activities will increase.

Measurable Objective 1:

collaborate to create opportunities for parents to be active participants in school events by 04/28/2017 as measured by quarterly parent volunteer logs.

Strategy 1:

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year. Parents will receive a monthly calendar of events, in addition to Class Dojo messages, and a parent contact note from the teacher to inform them of school activities.

Category: Implement Community Based Support and Intervention System

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Orientation Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents must complete an orientation session before being allowed on campus as a volunteer. All parents will be informed of campus visit requirements at Open House and throughout the year, as needed.	Parent Involvement	08/15/2016	05/19/2017	\$0	No Funding Required	Counselor and Teachers
Activity - Parent Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be recognized quarterly for participation in various school activities. They will be recognized at Parents on Board meetings or special events. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2016	05/19/2017	\$200	Other	All faculty members

Goal 4: EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/12/2017 as measured by the ACCESS Test..

(shared) Strategy 1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category: Develop/Implement Learning Supports

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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English Learners will receive small group instruction daily.	Direct Instruction	08/22/2016	05/19/2017	\$0	Title I Schoolwide	Classroom teachers; EL paraprofessional
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Measurable Objective 2:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

(shared) Strategy 1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category: Develop/Implement Learning Supports

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/22/2016	05/19/2017	\$0	Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 5: Westview Elementary students will be proficient in science.**Measurable Objective 1:**

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/06/2017 as measured by Alabama Science Assessment.

Strategy 1:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught. AMSTI kits will be used to facilitate hands-on learning and incorporate writing into Science lessons.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	08/17/2016	05/11/2017	\$0	Other	All faculty members

Strategy 2:

Analyze the Data - Teachers will disaggregate student achievement data in order to guide instruction at each grade level.

Category:

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000	Title I Schoolwide	All faculty members

Goal 6: Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy 1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the-art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: <https://www.dropbox.com/s/3af7wmzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0	Other	Marceda Lewis, William R. Wilkes, Donna Ash

Goal 7: Implement an i3 Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

collaborate to increase student engagement in STEM related lessons and activities by 05/20/2016 as measured by an increase in student participation in STEM lessons from a baseline of 50% during the 2014-2015 school year to 80% during the 2015-2016 school year.

Strategy 1:

STEM Education Pedagogy - At the beginning of the 2015-2016 school year, Phenix City Schools implemented a long-range i3 Initiative which includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, digital media/coding, robotics, and engineering labs at South Girard Junior High School, SmartLab Programs at the primary and elementary levels, and a state-of-the-art STEM Center at Phenix City Intermediate School that will house multiple STEM labs and learning centers which will ultimately be utilized by students of all ages. STEM lessons and activities will be embedded in the core curriculum areas at all grade levels.

Category: Develop/Implement Learning Supports

Research Cited: <https://www.dropbox.com/s/3af7wmzzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate STEM lessons and activities into core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/20/2016	\$110000	Other	Marceda Lewis, William R. Wilkes, Donna Ash

Goal 8: Careers in Technology**Measurable Objective 1:**

increase student growth in technology career interest by 05/24/2017 as measured by a 2% increase in the agree/strongly agree categories on a STEM career interest inventory from a baseline of 45% in fall 2016 to a goal of 47% in spring 2017 in grades 3-5 .

Strategy 1:

i3 Initiative - The school will align Career Day activities, STEM Nights, and classroom STEM instruction to familiarize students with STEM careers.

Category: Other - Increase awareness of STEM careers, specifically technology

Research Cited: classroom teachers

Activity - STEM Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will include technology learning and technology use in lesson plans.	Career Preparation/Orientation, Technology, Academic Support Program	08/04/2016	05/24/2017	\$0	No Funding Required	classroom teachers
Activity - STEM Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host at least one STEM Night during the 2016-2017 school year with an emphasis placed on STEM careers.	Career Preparation/Orientation, Technology, Academic Support Program, Parent Involvement	08/04/2016	05/24/2017	\$250	General Fund	administrators and teachers
Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement a Career Day program with an emphasis on STEM careers, especially technology.	Career Preparation/Orientation, Technology	10/03/2016	05/24/2017	\$0	No Funding Required	guidance counselors; administrators

Goal 9: Westview fourth and fifth grade students will be proficient in reading.

Measurable Objective 1:

increase student growth in reading by 6% by 04/06/2017 as measured by the ACT Aspire Reading Test .

Strategy 1:

Teach Reading Standards - Teachers will review the reading standards for their respective grade levels and the Aspire proficiency indicators throughout the year in order to develop lessons which target the standards and maximize engagement with and practice of the skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: "Teachers have a critical role in assisting learners to engage their understanding, building on learners' understandings, correcting misconceptions, and observing and engaging with learners during the processes of learning" (Bransford, Brown, & Cocking, 2004).

Activity - Provide Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Westview Elementary School

Teachers and support team members will develop engaging standards based reading lessons which support student's understanding and mastery of the reading standards for their respective grade levels.	Direct Instruction	08/04/2016	05/19/2017	\$0	No Funding Required	Teachers, reading specialist, intervention teacher, media specialist
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Instruction	Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	08/17/2016	05/11/2017	\$0	All faculty members
STAR Celebration	Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/17/2016	05/19/2017	\$1000	All faculty members
STEM Lessons and Activities	Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0	Marceda Lewis, William R. Wilkes, Donna Ash
Parent Recognition	Parents will be recognized quarterly for participation in various school activities. They will be recognized at Parents on Board meetings or special events. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2016	05/19/2017	\$200	All faculty members
STEM Lessons and Activities	Incorporate STEM lessons and activities into core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/20/2016	\$110000	Marceda Lewis, William R. Wilkes, Donna Ash
Tutorials	Westview Elementary School will offer tutoring to students to improve the achievement of WES scholars. Westview students will participate in small group tutorials which may be facilitated by teachers, T.E.A.R.S. personnel, university students, and high school students during the school day and after school at least three times per week.	Tutoring, Academic Support Program	10/05/2016	05/23/2017	\$75000	Teachers, T.E.A.R.S. personnel, Troy students, high school students, 21st Century personnel
Tutorials	Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring, Academic Support Program	10/24/2016	05/19/2017	\$1000	Teachers, Troy students, high school students, 21st Century personnel
Total					\$187200	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Goal Setting Charts	Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/06/2016	05/19/2017	\$300	All faculty members
Data Review	Teachers will collaborate to analyze science data for the purpose of guiding instruction and helping students set goals for achievement.	Professional Learning	09/14/2015	04/18/2016	\$1000	All faculty members
Small Group Instruction	English Learners will receive small group instruction daily.	Direct Instruction	08/22/2016	05/19/2017	\$0	Classroom teachers; EL paraprofessional
Goal Setting Charts	Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Academic Support Program, Behavioral Support Program, Parent Involvement	10/12/2016	04/19/2017	\$0	All faculty members
Math Data Meetings	Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/24/2016	05/19/2017	\$0	All faculty members, administrator, secretary
Total					\$1300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Planning for Whole Group and Small Group Instruction	Teachers will collaborate during common planning time to develop engaging whole group (Core) and small group (Intervention) lessons which are based on the reading/language standards for their grade level. Additionally, training facilitated by ARI (Alabama Reading Initiative) and AMSTI (Alabama Math, Science, and Technology Initiative) personnel will support standards based and engaging lesson plan development.	Professional Learning	07/27/2016	05/05/2017	\$0	All classroom teachers and support teachers, AMSTI and ARI representatives
Vocabulary Instruction	Teachers will teach vocabulary using a vocabulary instruction routine which requires students to pronounce the word, understand a student friendly definition of the word, and use the word in speech and writing.	Direct Instruction	09/01/2015	05/20/2016	\$0	All faculty members

ACIP

Westview Elementary School

Parent Orientation Sessions	Parents must complete an orientation session before being allowed on campus as a volunteer. All parents will be informed of campus visit requirements at Open House and throughout the year, as needed.	Parent Involvement	08/15/2016	05/19/2017	\$0	Counselor and Teachers
Grade Level Reading Standards Review	Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	07/20/2016	04/07/2017	\$0	All faculty members
Standards Based Instruction	Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/04/2016	04/06/2017	\$0	All faculty members
Grade Level Math Standards Review	Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/04/2016	05/19/2017	\$0	All faculty members
Provide Standards Based Instruction	Teachers and support team members will develop engaging standards based reading lessons which support student's understanding and mastery of the reading standards for their respective grade levels.	Direct Instruction	08/04/2016	05/19/2017	\$0	Teachers, reading specialist, intervention teacher, media specialist
Career Day	The school will implement a Career Day program with an emphasis on STEM careers, especially technology.	Career Preparation/Orientation, Technology	10/03/2016	05/24/2017	\$0	guidance counselors; administrators
Standards Based Instruction	Teachers will provide engaging standards based reading/language arts instruction which incorporates test taking strategies.	Professional Learning	08/04/2016	05/19/2017	\$0	All faculty members
STEM Lessons	Teachers will include technology learning and technology use in lesson plans.	Career Preparation/Orientation, Technology, Academic Support Program	08/04/2016	05/24/2017	\$0	classroom teachers
Lesson Planning for Standards Based Instruction	Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Training facilitated by AMSTI will also support lesson planning and student engagement.	Professional Learning	08/04/2016	04/06/2017	\$0	All faculty members, AMSTI representatives
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Westview Elementary School

Summer Tutorials	Selected students (based on data) will participate in summer academic support activities in mathematics. Activities will be based on math standards.	Academic Support Program	06/01/2016	07/14/2016	\$3000	Teacher (Ms. Shoultz); Bus driver
Summer Tutorials	Selected students (based on data) will participate in summer academic support activities in reading/language arts. Activities will be based on reading standards.	Academic Support Program	06/01/2016	07/14/2016	\$3000	Teacher; bus driver
Total					\$6000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM Night	The school will host at least one STEM Night during the 2016-2017 school year with an emphasis placed on STEM careers.	Career Preparation/Orientation, Technology, Academic Support Program, Parent Involvement	08/04/2016	05/24/2017	\$250	administrators and teachers
Reading Data Meetings	Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/12/2016	04/12/2017	\$1000	All K-5 teachers, reading specialist, intervention teacher, counselor, principal
Total					\$1250	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Surveys administered to parents and students and returned to the school at the end of the 2015-2016 school year identified the following as areas of achievement:

90% satisfaction or higher

Parents feel welcome at their child's school (97%)

The school encourages you to be involved in your child's education (96.69%)

You understand your child's report card and test scores (97.64%)

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Students agreed that at their school teachers want them to do their best work.

Parents favor hands-on engaging activities for after school programs.

Parents agreed that their child or children had administrators and teachers who monitor and inform parents of the students' learning progress.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Students and teachers believe that our school sets clear goals and expects the best from all stakeholders as the goals are pursued.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

67% or lower

Parents do not know how additional help with reading and math is given to students through the Title I program. (67%)

Parents do not know how to be involved in school planning/review committees. (67%)

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

No areas show a trend toward decrease at this time.

What are the implications for these stakeholder perceptions?

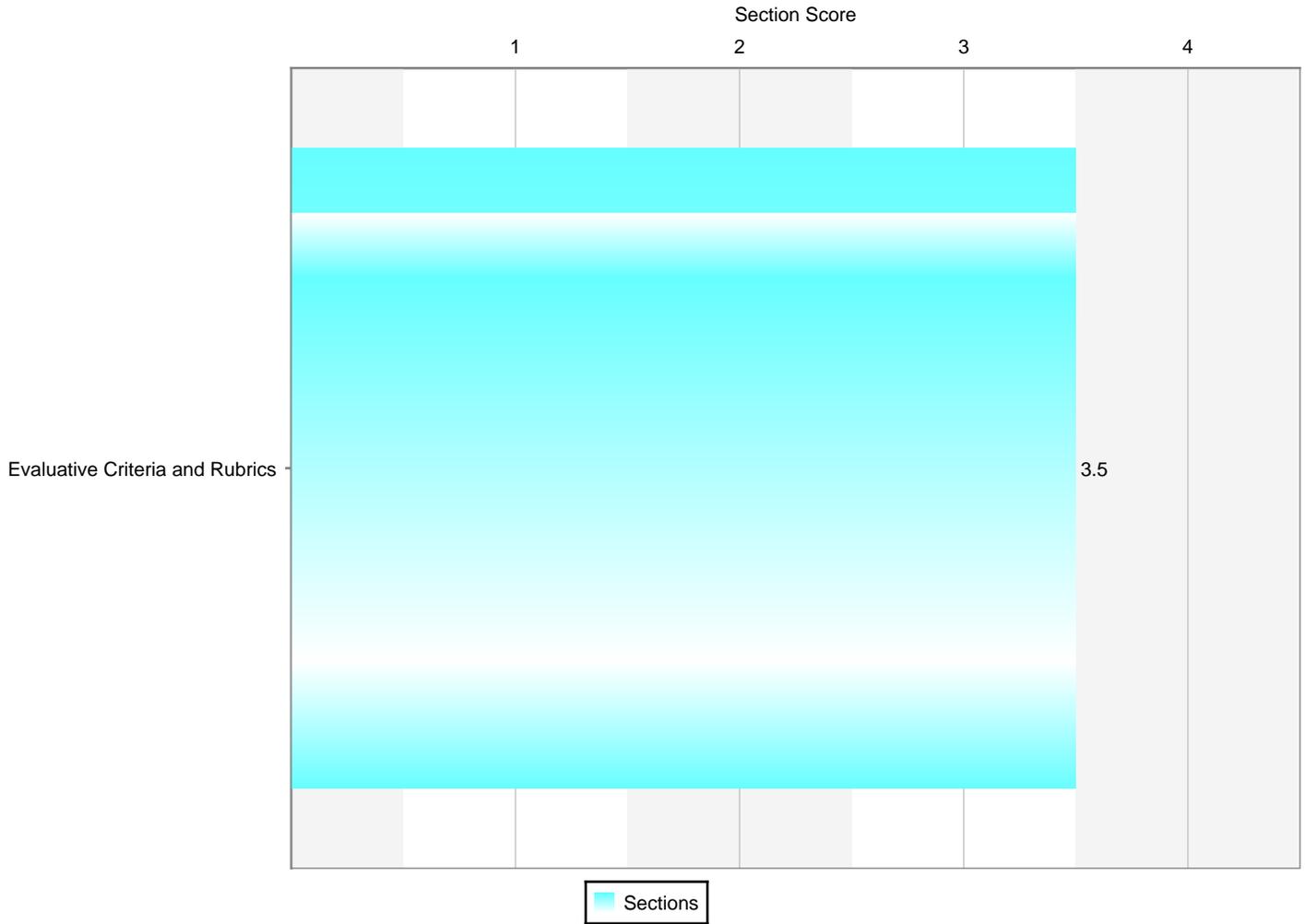
The school needs to ensure that the parents fully understand how they can be part of school planning/review committees. Parent surveys of interest were distributed during registration to determine which areas parents would feel more comfortable participating.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

School climate is important to parents, students, and teachers. We will engage teachers in professional learning which aids their understanding of students from various backgrounds and positively impacts the level of mutual respect between teachers and Westview scholars. We will also do a book study on "How Full Is Your Bucket?" and implement the first five of "The Essential 55".

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by surveying stakeholders and analyzing data collected throughout the year in addition to the standardized assessment (ACT Aspire) results. The faculty identified areas of strength and areas in need of improvement. The areas in need of improvement will be priority for the 2016-2017 school year.

2. What were the results of the comprehensive needs assessment?

The comprehensive needs assessment highlighted the following priorities for this year:

- Mastery of foundational skills (basic math facts and phonics, phonemic awareness, fluency)
- Improved classroom management/discipline plans
- School culture
- Level 2 & 3 Depth of Knowledge Questions
- Writing instruction

Key ideas and details, craft & structure, measurement, and justification and explanation will continue to be a priority for our team this year.

3. What conclusions were drawn from the results?

It was concluded that special attention would be dedicated to reading instruction in all grades but with an emphasis on 3rd grade reading. Additionally, establishing a learning environment which is supportive and engaging will be priority as we work to improve student achievement in reading and math.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Analysis of school wide data resulted in identification of gaps in performance among girls and boys. Additionally, we learned parents enjoy the hands-on engaging after school events better than a speaker. We will work to decrease office referrals for black males and hopefully increase their achievement. There are still concerns regarding the instructional progression of the Investigations program.

Overall, parents feel welcome on campus and they believe the employees of the school care about their children. We have planned more field trips and activities for this year, as a result of parent requests last year.

5. How are the school goals connected to priority needs and the needs assessment?

The schools goals focus on improving reading, math, and science achievement on the Aspire Test. This correlates to us working to
SY 2016-2017

strengthen student's foundational skills in reading and math and providing hands-on, engaging learning experiences.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

Goals are developed after reviewing data from multiple sources which may include: surveys, school assessments, program assessments and standardized test results. Assessments are inclusive of, but not limited to: Wonders and Investigations assessments, STAR Reading and STAR Math, and ACT Aspire. Academic areas reflecting a need for improvement are selected for the Continuous Improvement Plan. Operational and management areas receiving the highest responses from parents are also considered for inclusion in the Continuous Improvement Plan. Our calendar includes several activities for family engagement.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals are structured to include all students in high quality engaging instruction with an emphasis on S.T.E.A.M. skill applications. Each student, regardless of grade level, performance ability or socioeconomic status, is required to set goals and work to attain mastery of the goals throughout the year. The goals also include teacher opportunity to examine student data and provide differentiated instruction to meet students' needs. Furthermore, teachers are provided opportunities to learn and/or refine best strategies for teaching students; and parents are invited to become active participants in the learning process.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Westview Elementary School third grade students will increase reading proficiency levels.

Measurable Objective 1:

A 12% increase of Third grade students will demonstrate a proficiency in identifying key ideas and details, craft & structure, and integration of knowledge & ideas in Reading by 04/06/2017 as measured by the ASPIRE Test..

Strategy1:

Set Reading Achievement Goals - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Sweeney, D. (2011). Student-centered coaching: a guide for k-8 coaches and principals. Corwin.

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program Academic Support Program Parent Involvement	10/12/2016	04/19/2017	\$0 - No Funding Required	All faculty members

Strategy2:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

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Activity - Lesson Planning for Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging whole group (Core) and small group (Intervention) lessons which are based on the reading/language standards for their grade level. Additionally, training facilitated by ARI (Alabama Reading Initiative) and AMSTI (Alabama Math, Science, and Technology Initiative) personnel will support standards based and engaging lesson plan development.	Professional Learning	07/27/2016	05/05/2017	\$0 - No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives

Activity - Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will offer tutoring to students to improve the achievement of WES scholars. Westview students will participate in small group tutorials which may be facilitated by teachers, T.E.A.R.S. personnel, university students, and high school students during the school day and after school at least three times per week.	Academic Support Program Tutoring	10/05/2016	05/23/2017	\$70000 - Other	Teachers, T.E.A.R.S. personnel, Troy students, high school students, 21st Century personnel

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates test taking strategies.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	All faculty members

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	07/20/2016	04/07/2017	\$0 - No Funding Required	All faculty members

Strategy3:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, ACT Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category: Develop/Implement Learning Supports

Research Cited: Ronka, D., Lachat, M., Slaughter, R., & Melter, J. (2008). Answering the questions that count. Educational Leadership, 66 (4), 18-24.

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/12/2016	04/12/2017	\$1000 - General Fund	All K-5 teachers, reading specialist, intervention teacher, counselor, principal

Goal 2:

Westview Elementary School students will increase mathematics proficiency levels.

Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/06/2017 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Teach Math Standards - Teachers will use the Alabama Course of Study and Common Core Standards as a guide to identify grade level appropriate standards for mathematics. Teachers will use the Investigations math program to support teaching of mathematics standards. Additionally, training will be provided by AMSTI personnel.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Summer Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students (based on data) will participate in summer academic support activities in mathematics. Activities will be based on math standards.	Academic Support Program	06/01/2016	07/14/2016	\$0 - No Funding Required	Teachers; Bus driver; 21st Century personnel

Activity - Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/24/2016	05/19/2017	\$0 - No Funding Required	Teachers, Troy students, high school students, 21st Century personnel

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	All faculty members

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/04/2016	04/06/2017	\$0 - No Funding Required	All faculty members

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Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Training facilitated by AMSTI will also support lesson planning and student engagement.	Professional Learning	08/04/2016	04/06/2017	\$0 - No Funding Required	All faculty members, AMSTI representatives

Strategy2:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, ACT Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/24/2016	05/19/2017	\$0 - Title I Schoolwide	All faculty members, administrator, secretary

Strategy3:

Student Centered Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/06/2016	05/19/2017	\$300 - Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/17/2016	05/19/2017	\$1000 - Other	All faculty members

Goal 3:

Parent (guardian) engagement in school activities will increase.

Measurable Objective 1:

collaborate to create opportunities for parents to be active participants in school events by 04/28/2017 as measured by quarterly parent SY 2016-2017

volunteer logs.

Strategy1:

Parent Engagement Plan - Parents will be afforded opportunities to be present at school activities throughout the year. Parents will receive a monthly calendar of events, in addition to Class Dojo messages, and a parent contact note from the teacher to inform them of school activities.

Category: Implement Community Based Support and Intervention System

Research Cited: Mapp, K. L. (2002). Having their say: Parents describe how and why they are involved in their children's education. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Activity - Parent Orientation Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents must complete an orientation session before being allowed on campus as a volunteer. All parents will be informed of campus visit requirements at Open House and throughout the year, as needed.	Parent Involvement	08/15/2016	05/19/2017	\$0 - No Funding Required	Counselor and Teachers

Activity - Parent Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be recognized quarterly for participation in various school activities. They will be recognized at Parents on Board meetings or special events. Volunteer photos will also be posted on the bulletin boards at the school.	Parent Involvement	09/14/2016	05/19/2017	\$200 - Other	All faculty members

Goal 4:

Westview Elementary students will increase science proficiency levels.

Measurable Objective 1:

A 6% increase of Fifth grade students will demonstrate a proficiency in grade level standards in Science by 04/06/2017 as measured by Alabama Science Assessment.

Strategy1:

Teach the Standards - All teachers will teach grade level standards for science and allow for application of the skills taught. AMSTI kits will be used to facilitate hands-on learning and incorporate writing into Science lessons.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review the standards for science and teach lessons for their grade level based on the standards.	Professional Learning	08/17/2016	05/11/2017	\$0 - Other	All faculty members

Goal 5:

Careers in Technology

Measurable Objective 1:

increase student growth in technology career interest by 05/24/2017 as measured by a 2% increase in the agree/strongly agree categories on a STEM career interest inventory from a baseline of 45% in fall 2016 to a goal of 47% in spring 2017 in grades 3-5 .

Strategy1:

i3 Initiative - The school will align Career Day activities, STEM Nights, and classroom STEM instruction to familiarize students with STEM careers.

Category: Other - Increase awareness of STEM careers, specifically technology

Research Cited: classroom teachers

Activity - STEM Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include technology learning and technology use in lesson plans.	Academic Support Program Career Preparation/ Orientation Technology	08/04/2016	05/24/2017	\$0 - No Funding Required	classroom teachers

Activity - STEM Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host at least one STEM Night during the 2016-2017 school year with an emphasis placed on STEM careers.	Academic Support Program Career Preparation/ Orientation Technology Parent Involvement	08/04/2016	05/24/2017	\$250 - General Fund	administrators and teachers

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will implement a Career Day program with an emphasis on STEM careers, especially technology.	Technology Career Preparation/ Orientation	10/03/2016	05/24/2017	\$0 - No Funding Required	guidance counselors; administrators

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Westview Elementary School third grade students will increase reading proficiency levels.

Measurable Objective 1:

A 12% increase of Third grade students will demonstrate a proficiency in identifying key ideas and details, craft & structure, and integration of knowledge & ideas in Reading by 04/06/2017 as measured by the ASPIRE Test..

Strategy1:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, ACT Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category: Develop/Implement Learning Supports

Research Cited: Ronka, D., Lachat, M., Slaughter, R., & Melter, J. (2008). Answering the questions that count. Educational Leadership, 66 (4), 18-24.

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/12/2016	04/12/2017	\$1000 - General Fund	All K-5 teachers, reading specialist, intervention teacher, counselor, principal

Goal 2:

Westview Elementary School students will increase mathematics proficiency levels.

Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/06/2017 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, ACT Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/24/2016	05/19/2017	\$0 - Title I Schoolwide	All faculty members, administrator, secretary

Goal 3:

EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/12/2017 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/22/2016	05/19/2017	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 4:

Implement an i3 STEM Initiative at the school level to prepare students for 21st century college and career expectations

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in STEM related subjects as delivered through implementation of STEM lessons and activities across the core academic areas including language arts, social studies, science, and in Mathematics by 05/22/2020 as measured by implementation of STEM lessons as noted in lesson plans and by student performance on STEM related activities and assignments.

Strategy1:

STEM Education Pedagogy - The Phenix City School System implemented an i3 STEM Initiative for students in grades 6 & 8 at the beginning of the 2015-2016 school year with the creation of a Phenix City Schools STEM Center consisting of coding, digital media, engineering, and virtual science labs on the campus of Phenix City Intermediate School. The i3 Initiative is a long-range initiative that includes implementation of a 1:1 Electronic Device Initiative in grades 6-12, STEM related curriculum and courses in grades 6-12, and a state-of-the art STEM Center that will house multiple STEM related labs and learning centers at Phenix City Intermediate School. Digital media/coding, robotics, and engineering labs will be created at South Girard Junior High School in the near future. Students at the primary and elementary levels will be introduced to STEM learning through lessons and activities embedded in the core curriculum areas. These types of lessons will also be woven into all core academic areas at the secondary level.

Category:

Research Cited: <https://www.dropbox.com/s/3af7wmzsqifkwb/STEM%20Education%20Initiative.pdf?dl=0>

Activity - STEM Lessons and Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate STEM lessons and activities into the core academic subjects to support major STEM rollout in grades 6-8	Academic Support Program	08/10/2015	05/22/2020	\$0 - Other	Marceda Lewis, William R. Wilkes, Donna Ash

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Westview Elementary School third grade students will increase reading proficiency levels.

Measurable Objective 1:

A 12% increase of Third grade students will demonstrate a proficiency in identifying key ideas and details, craft & structure, and integration of knowledge & ideas in Reading by 04/06/2017 as measured by the ASPIRE Test..

Strategy1:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, ACT Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category: Develop/Implement Learning Supports

Research Cited: Ronka, D., Lachat, M., Slaughter, R., & Melter, J. (2008). Answering the questions that count. Educational Leadership, 66 (4), 18-24.

Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/12/2016	04/12/2017	\$1000 - General Fund	All K-5 teachers, reading specialist, intervention teacher, counselor, principal

Goal 2:

Westview Elementary School students will increase mathematics proficiency levels.

Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/06/2017 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math,

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ACT Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/24/2016	05/19/2017	\$0 - Title I Schoolwide	All faculty members, administrator, secretary

Goal 3:

EL students will make adequate progress in language acquisition.

Measurable Objective 1:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/22/2016	05/19/2017	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Goal 4:

Westview fourth and fifth grade students will be proficient in reading.

Measurable Objective 1:

increase student growth in reading by 6% by 04/06/2017 as measured by the ACT Aspire Reading Test .

Strategy1:

Teach Reading Standards - Teachers will review the reading standards for their respective grade levels and the Aspire proficiency indicators throughout the year in order to develop lessons which target the standards and maximize engagement with and practice of the skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: "Teachers have a critical role in assisting learners to engage their understanding, building on learners' understandings,

correcting misconceptions, and observing and engaging with learners during the processes of learning” (Bransford, Brown, & Cocking, 2004).

Activity - Provide Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support team members will develop engaging standards based reading lessons which support student's understanding and mastery of the reading standards for their respective grade levels.	Direct Instruction	08/04/2016	05/19/2017	\$0 - No Funding Required	Teachers, reading specialist, intervention teacher, media specialist

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Westview Elementary School third grade students will increase reading proficiency levels.

Measurable Objective 1:

A 12% increase of Third grade students will demonstrate a proficiency in identifying key ideas and details, craft & structure, and integration of knowledge & ideas in Reading by 04/06/2017 as measured by the ASPIRE Test..

Strategy1:

Set Reading Achievement Goals - Teachers will meet with students to discuss reading achievement and set goals for individual student performance. Goals will be set for each quarter and monitored throughout the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Sweeney, D. (2011). Student-centered coaching: a guide for k-8 coaches and principals. Corwin.

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be informed of reading performance levels and allowed to set goals for increased performance. Goals will be recorded on a goal setting page and reviewed throughout the year.	Behavioral Support Program Academic Support Program Parent Involvement	10/12/2016	04/19/2017	\$0 - No Funding Required	All faculty members

Goal 2:

Westview Elementary School students will increase mathematics proficiency levels.

Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/06/2017 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Student Centered Goals for Math - Teachers will meet with students to review math achievement data and set individual goals for student achievement in math.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Goal Setting Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record individual math achievement scores on a goal setting page and set goals for each nine week grading period. Monitoring of progress toward goals will occur throughout the nine week grade period.	Academic Support Program	09/06/2016	05/19/2017	\$300 - Title I Schoolwide	All faculty members

Activity - STAR Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be reviewed each quarter to determine if students are progressing toward their individualized goals for math achievement. Students will be recognized and celebrated for attaining goals at the STAR Goal Celebration.	Behavioral Support Program	10/17/2016	05/19/2017	\$1000 - Other	All faculty members

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Westview Elementary School third grade students will increase reading proficiency levels.

Measurable Objective 1:

A 12% increase of Third grade students will demonstrate a proficiency in identifying key ideas and details, craft & structure, and integration of knowledge & ideas in Reading by 04/06/2017 as measured by the ASPIRE Test..

Strategy1:

Analyze Reading Achievement Data - Teachers will disaggregate data from the Wonders reading program, STAR Reading, ACT Aspire, DIBELS and other assessments in order to guide instruction and student goal setting.

Category: Develop/Implement Learning Supports

Research Cited: Ronka, D., Lachat, M., Slaughter, R., & Melter, J. (2008). Answering the questions that count. Educational Leadership, 66 (4), 18-24.

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Activity - Reading Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitutes will be secured to allow release time for teachers to collaborate and disaggregate reading data.	Professional Learning	10/12/2016	04/12/2017	\$1000 - General Fund	All K-5 teachers, reading specialist, intervention teacher, counselor, principal

Strategy2:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Lesson Planning for Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging whole group (Core) and small group (Intervention) lessons which are based on the reading/language standards for their grade level. Additionally, training facilitated by ARI (Alabama Reading Initiative) and AMSTI (Alabama Math, Science, and Technology Initiative) personnel will support standards based and engaging lesson plan development.	Professional Learning	07/27/2016	05/05/2017	\$0 - No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	07/20/2016	04/07/2017	\$0 - No Funding Required	All faculty members

Activity - Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will offer tutoring to students to improve the achievement of WES scholars. Westview students will participate in small group tutorials which may be facilitated by teachers, T.E.A.R.S. personnel, university students, and high school students during the school day and after school at least three times per week.	Tutoring Academic Support Program	10/05/2016	05/23/2017	\$70000 - Other	Teachers, T.E.A.R.S. personnel, Troy students, high school students, 21st Century personnel

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates test taking strategies.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	All faculty members

Goal 2:

Westview Elementary School students will increase mathematics proficiency levels.

Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/06/2017 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Teach Math Standards - Teachers will use the Alabama Course of Study and Common Core Standards as a guide to identify grade level appropriate standards for mathematics. Teachers will use the Investigations math program to support teaching of mathematics standards. Additionally, training will be provided by AMSTI personnel.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes. Bloomington: Solution Tree Press.

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Training facilitated by AMSTI will also support lesson planning and student engagement.	Professional Learning	08/04/2016	04/06/2017	\$0 - No Funding Required	All faculty members, AMSTI representatives

Activity - Summer Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students (based on data) will participate in summer academic support activities in mathematics. Activities will be based on math standards.	Academic Support Program	06/01/2016	07/14/2016	\$0 - No Funding Required	Teachers; Bus driver; 21st Century personnel

Activity - Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Academic Support Program Tutoring	10/24/2016	05/19/2017	\$0 - No Funding Required	Teachers, Troy students, high school students, 21st Century personnel

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	All faculty members

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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/04/2016	04/06/2017	\$0 - No Funding Required	All faculty members

Strategy2:

Analyze Math Achievement Data - Teachers will examine student performance data from Investigations Math assessments, STAR Math, ACT Aspire, and other assessments in order to guide math instruction and goal setting for students.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Math Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Substitute teachers will be secured to allow time for teachers to collaborate and examine math data in order to provide targeted math instruction and help students set goals for math achievement.	Academic Support Program	10/24/2016	05/19/2017	\$0 - Title I Schoolwide	All faculty members, administrator, secretary

Goal 3:

EL students will make adequate progress in language acquisition.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/12/2017 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/22/2016	05/19/2017	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

EL students will make adequate progress in language acquisition.

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Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency in Language Acquisition to make a 0.5 point gain on the ACCESS for ELLs 2.0 in English Language Arts by 04/12/2017 as measured by the ACCESS Test..

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/22/2016	05/19/2017	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

Measurable Objective 2:

21% of English Learners students will complete a portfolio or performance of language acquisition and attain English on the ACCESS for ELLs 2.0 and exit the ESL program in English Language Arts by 04/29/2016 as measured by the ACCESS test.

Strategy1:

Use Resources to Support Language Acquisition - Students will be provided instruction in small group and whole group settings using research based programs to support language acquisition for English Learners.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive small group instruction daily.	Direct Instruction	08/22/2016	05/19/2017	\$0 - Title I Schoolwide	Classroom teachers; EL paraprofessional

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Westview Elementary School third grade students will increase reading proficiency levels.

Measurable Objective 1:

A 12% increase of Third grade students will demonstrate a proficiency in identifying key ideas and details, craft & structure, and integration of knowledge & ideas in Reading by 04/06/2017 as measured by the ASPIRE Test..

Strategy1:

Teach Reading Standards - Use the Wonders reading series to support teaching of grade level standards for reading as prescribed by the Alabama Course of Study and the Common Core standards.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Grade Level Reading Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for reading/language arts to ensure standards and skills are taught at each grade level.	Professional Learning	07/20/2016	04/07/2017	\$0 - No Funding Required	All faculty members

Activity - Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will offer tutoring to students to improve the achievement of WES scholars. Westview students will participate in small group tutorials which may be facilitated by teachers, T.E.A.R.S. personnel, university students, and high school students during the school day and after school at least three times per week.	Academic Support Program Tutoring	10/05/2016	05/23/2017	\$70000 - Other	Teachers, T.E.A.R.S. personnel, Troy students, high school students, 21st Century personnel

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging standards based reading/language arts instruction which incorporates test taking strategies.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	All faculty members

Activity - Lesson Planning for Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging whole group (Core) and small group (Intervention) lessons which are based on the reading/language standards for their grade level. Additionally, training facilitated by ARI (Alabama Reading Initiative) and AMSTI (Alabama Math, Science, and Technology Initiative) personnel will support standards based and engaging lesson plan development.	Professional Learning	07/27/2016	05/05/2017	\$0 - No Funding Required	All classroom teachers and support teachers, AMSTI and ARI representatives

Goal 2:

Westview Elementary School students will increase mathematics proficiency levels.

Measurable Objective 1:

A 7% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level appropriate standards in Mathematics by 04/06/2017 as measured by the ASPIRE Test administered in the spring.

Strategy1:

Teach Math Standards - Teachers will use the Alabama Course of Study and Common Core Standards as a guide to identify grade level appropriate standards for mathematics. Teachers will use the Investigations math program to support teaching of mathematics standards. Additionally, training will be provided by AMSTI personnel.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2009). Raising the Bar and Closing the Gap: Whatever It Takes.

Bloomington: Solution Tree Press.

Activity - Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Westview Elementary School will partner with Troy University and Central High School to improve the achievement of WES scholars. Westview students will participate in small group tutorials facilitated by teachers, university students, and high school students during the school day and after school at least three times per week.	Academic Support Program Tutoring	10/24/2016	05/19/2017	\$0 - No Funding Required	Teachers, Troy students, high school students, 21st Century personnel

Activity - Grade Level Math Standards Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine grade level standards for mathematics to ensure standards and skills are taught as prescribed by the Alabama Course of Study and the Common Core Standards.	Professional Learning	08/04/2016	05/19/2017	\$0 - No Funding Required	All faculty members

Activity - Summer Tutorials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students (based on data) will participate in summer academic support activities in mathematics. Activities will be based on math standards.	Academic Support Program	06/01/2016	07/14/2016	\$0 - No Funding Required	Teachers; Bus driver; 21st Century personnel

Activity - Lesson Planning for Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during common planning time to develop engaging lessons which are based on the mathematics standards for their grade level. Training facilitated by AMSTI will also support lesson planning and student engagement.	Professional Learning	08/04/2016	04/06/2017	\$0 - No Funding Required	All faculty members, AMSTI representatives

ACIP

Westview Elementary School

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide engaging student centered mathematics instruction which addresses grade level standards and incorporates student application of skills and test taking strategies.	Academic Support Program	08/04/2016	04/06/2017	\$0 - No Funding Required	All faculty members

Goal 3:

Careers in Technology

Measurable Objective 1:

increase student growth in technology career interest by 05/24/2017 as measured by a 2% increase in the agree/strongly agree categories on a STEM career interest inventory from a baseline of 45% in fall 2016 to a goal of 47% in spring 2017 in grades 3-5 .

Strategy1:

i3 Initiative - The school will align Career Day activities, STEM Nights, and classroom STEM instruction to familiarize students with STEM careers.

Category: Other - Increase awareness of STEM careers, specifically technology

Research Cited: classroom teachers

Activity - STEM Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host at least one STEM Night during the 2016-2017 school year with an emphasis placed on STEM careers.	Technology Academic Support Program Parent Involvement Career Preparation/ Orientation	08/04/2016	05/24/2017	\$250 - General Fund	administrators and teachers

Activity - STEM Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include technology learning and technology use in lesson plans.	Technology Career Preparation/ Orientation Academic Support Program	08/04/2016	05/24/2017	\$0 - No Funding Required	classroom teachers

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will implement a Career Day program with an emphasis on STEM careers, especially technology.	Career Preparation/ Orientation Technology	10/03/2016	05/24/2017	\$0 - No Funding Required	guidance counselors; administrators

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Candidates for employment are interviewed after it is determined they are certified professionals with background clearance and certification in the appropriate area of study. Candidates who are thought to be hard working, enthusiastic, knowledgeable, caring, and driven to do the best for children are considered for employment. Once employed, teachers are assigned to the grade level believed to fit their skill set best. Consideration is given to their area of concentration and where their data (if any is available) reflects strength.

Component 4: Strategies to Attract Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Westview Elementary School experiences turnover each year. The close of the 2015-2016 school year created four vacancies on our team, an 18% turnover rate. One vacancy was due to relocation closer to family, and the remaining three were due to making every effort to secure the professionals who possess the capacity to establish a rapport with our students and parents in order to increase student achievement.

2. What is the experience level of key teaching and learning personnel?

Of the twenty-one certified classroom teachers, the reading specialist, the intervention teacher, the media specialist, the collaborative teacher, speech pathologist, and the Physical Education coaches, eighteen team members have more than four years of experience and ten have three years or less experience.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

The school (district) implements a Mentor Program for new teachers. New teachers are assigned a veteran teacher to mentor them throughout the year. The program provides meeting dates and times for mentors and mentees to be trained and to collaborate. The new hires are supported in lesson planning, student assessment, data entry, classroom instruction, classroom management, and other areas pertinent to student and teacher success. Westview also takes time to celebrate the hard work of team members by recognizing teachers during faculty meetings, sending a Kudos email messages, and presenting the CIA Award (Caught in the Act) for providing high quality instruction to students at WES. Additionally, the school selects a classroom teacher of the year, specialty area teacher of the year, rookie of the year, etc. and these individuals are recognized at a district wide event similar to a night at the Oscars. The Heart of the Community Awards occur annually and it is broadcasted on local television channels.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Alabama Math, Science, and Technology Initiative (AMSTI) Training

Alabama Reading Initiative (ARI) Training

Data Disaggregation

Student Centered Coaching

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

AMSTI Training

ARI Training

Student Centered Coaching

STEM Night & Literacy Night (parents and students)

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New team members are assigned a mentor at the onset of the school year. They assist and support the new hire in lesson planning and delivery, classroom management, data entry, data review, and any other professional areas which may need support. Monthly meeting logs must be submitted to the principal.

4. Describe how this professional development is "sustained and ongoing."

Teachers are exposed to new learning in manageable chunks. Professional development days are designated throughout the summer and the school year. This allows teachers to assess implementation of the professional learning and strategies throughout the year. It also provides opportunities for follow-up sessions or extensions of the professional development session, as needed.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Students enrolled at the Early Learning Center are (Pre-K) are invited to visit our school in the spring of the year. The upcoming kindergartners are allowed to participate in a math and reading lesson. They also go to lunch and P.E. with current kindergartners after receiving a tour of our campus.

Fifth grade scholars transitioning from our school to Phenix City Intermediate School are bused to the intermediate school in the spring of the year for a similar visit. Fifth graders (upcoming sixth graders) tour the campus, experience a class change, and participate in a question/answer session with the faculty after meeting teachers and administrators. Additionally, the students eat lunch with students from other elementary schools on tour. There is an evening activity scheduled for parents to return to the intermediate school with their student(s).

Additionally, each grade level teacher teaches the standards for his/her assigned grade level to ensure students are prepared for the academic challenges of the next grade level.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

The school leadership team meets in the summer or at the onset of the school year to review data from program assessments and standardized assessments, when available. After which, the information is communicated to the remainder of the faculty and staff during the teacher in-service days. Data meetings are conducted throughout the year to allow the faculty and staff to share input regarding reasons for the success of or lack of success for particular strategies. During data meetings, the faculty is asked to discuss how best to proceed in the coming year. We collaboratively determine which programs and resources should continue and which have been proven to be ineffective for improving student achievement at WES.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Data meetings are conducted to disaggregate and discuss school wide and standardized test data. Students are identified and grouped for monitoring purposes. Teachers share records kept to monitor student progress with the teacher receiving the student the next year. Students (K-3) are progressed monitored using DIBELS Next materials and assessed using the Renaissance STAR Reading and Math programs which are correlated to the Aspire standards. Additionally, kindergarten through second grade students are administered the DIBELS Next assessment three times each year to assess reading growth.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Problem Solving Team (PST) records for students are shared with the next grade level teacher. Students who are in need of intervention receive intervention as soon as possible in the new school year. Additionally, DIBELS Next and program assessment results for the current year along with teacher observations are used to progress monitor student performance and mastery of standards. Students not mastering standards are pulled for small group instruction and provided additional support via the intervention teacher, as needed to address individual learning needs.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are addressed through differentiated instruction by providing engaging learning experiences which are kinesthetic, visual, and tactile in nature. Lessons are planned with the goal of student engagement through discussion, collaboration and practical application of skills. Small group instruction, one-to-one instruction, and technology supported lessons are used to meet student needs. During the 2016-2017 school year, students will also have the benefit of art and music and a SMART Lab to further enhance classroom lessons and skills.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Additional academic support is provided to WES scholars through a collaboration with a local organization called T.E.A.R.S. Representatives come to our campus to assist students with homework and provide free tutorials after school. Additionally, the school has been awarded a 21st Century Learning Grant and will offer tutorials and enrichment activities after school after training is completed.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Information is discretely collected when students register at our school. The school's secretary (principal) and counselor collaborate with the appropriate district personnel (Parental Involvement Specialist, collaborative teacher, EL Specialist, Special Education Coordinator or the Homeless Liaison) to support the needs of the students. Together, we work to meet the needs of the students for each of group mentioned above.

If situations arise during the course of the year, the appropriate personnel is contacted and we work to support our scholars.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Federal, state, and local resources are coordinated to support after school tutorial programs and to secure resources which align with state standards for each grade level. Programs are also used to monitor the effectiveness of the instruction taking place at our school.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Title I funds, donations and fundraiser proceeds are used to purchase academic support resources and highly qualified faculty and staff members. Additionally, funds are used to celebrate the achievements of students throughout the year.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Essential 55 by Ron Clark is being used to positively impact our school culture. We are modeling and celebrating the first five of the essential fifty-five. We celebrate achievement of positive behavior and academic achievement with programs throughout the year. One of the presentations for this year, entitled Air! The Invisible Wonder, will be presented by the River Center on the Road. The show focuses on science skills while highlighting character education and the development a positive work ethic.

The students receive a healthy snack each afternoon because of a Fruit and Vegetable grant secured by the Child Nutrition Program.

Red Ribbon Week activities are conducted each year to encourage students to remain drug free.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

The faculty reviews the goals of the plan throughout the year to ascertain how we are progressing. We also examine data (STAR, DIBELS Next, ACT Aspire, school data and program assessments) quarterly and at the end of the year (if applicable) to compare actual performance to the goals set for our school in the areas of student achievement and parent involvement.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The school will evaluate the results of the school wide program by determining the amount of growth in each tested area and examining the achievement gap between subgroups. We also review our annual measurable objectives.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school uses data from the STAR assessments (DIBELS, when applicable) and the standardized assessment administered in the spring to assess student growth and progress during the year. This progress is monitored during the year and discussed at PST meeting and data meetings. We also meet to reflect on progress made during the year in the summer before embarking upon another school year. Individual student reports are reviewed to gauge performance for students who are furthest from achieving the standards.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The faculty members assess the progress of students throughout the year and determine whether progress or lack thereof is the result of student effort, teacher implementation, or program weaknesses. We try new strategies as determined to best meet the needs of the students. We teach, assess, and analyze data routinely throughout the year.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

We are keeping the goals for reading and mathematics. Students did not performed as desired in either area but we achieved growth in the percentage of students classified as ready on the ACT Aspire for 4th and 5th grade reading and for 3rd and 5th grade mathematics. We are hopeful to experience the same or more growth the coming year in every grade.

We carefully analyzed data from last year and selected three areas to work on consistently throughout the year. We participated in ARI training and used Mastery Connect to highlight which standards students were consistently mastering on assessments. Focusing on key ideas and details, craft and structure, and justification and explanation improved our student's performance on the assessment.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

Changes were made to the 3rd grade reading goal to accommodate for the State mandated growth of ten percent increase for the coming year.

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	24.30	36.10	1,248,531.00
Administrator Units	1.00	1.0	76,128.00
Assistant Principal	0.00	1.0	73,039.00
Counselor	0.50	1.0	54,155.00
Librarian	1.00	1.0	49,329.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,538.00
Professional Development	0.00	0	1,709.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	10,866.00
Library Enhancement	0.00	0	570.00
Totals			1,518,865.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	1709.0

Provide a brief explanation and a breakdown of expenses.

\$63.78568 per unit

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	150000.0

Provide a brief explanation and a breakdown of expenses.

After school program activities

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

Parents are invited to participate in Title I meetings in the fall semester of the school year. A Power Point presentation is used to share information about Westview Elementary School's participation in Title I. Title I requirements, the rights of parents to get involved, and activities planned for parental involvement and support are shared at the meetings and other events held throughout the year.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Parent meetings are planned during the school day (morning/afternoon sessions) and after school. Parent participation is requested for annual Title I meetings and parent input is solicited and considered for implementation. Additionally, surveys are conducted periodically. If parents are unable to share information in a face-to-face meeting, they have an opportunity to share information via anonymous surveys pertaining to instruction, school activities and operations, and programs offered at the school.

Parent sessions are scheduled to prepare parents to help students with reading and math assignments. The sessions are offered during morning and afternoon time slots. Parents on Board meetings are held in the evenings after school.

Funds allocated for parent involvement are used by the Parental Involvement Specialist to host parent meetings on pertinent issues in education and to conduct surveys.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

Information is communicated to parents via letters, parent calendar of events, parent meetings (Parents on Board), school cast call-out, the school website, and Twitter. Parent conferences are held as needed to support the academic, social, emotional, and physical development of the students at our school. Parents are also asked to serve on the Parent Advisory committee, the Continuous Improvement Plan committee, and various other committees established for activities held throughout the year.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

Parents are invited to participate in the revision process of the compact by attending a meeting and making suggestions regarding the additions or deletions to the document. The school- parent compact is discussed at Open House each year. Revisions are made as necessary to address the needs of our school. Additionally, school staff and students complete a goal setting page. This is part of our Student Centered Coaching project. Early in the school year, parents are made aware that goal setting charts have been completed via a school cast call-out and/or parent meetings (Muffins for Moms and Donuts for Dads or Parents' Day). Parents are encouraged to talk about the goals with their student. They are also encouraged to discuss how they can accomplish the goals and help the students develop a plan for good study and work habits to attain the goals.

Detailed information about student goals and their progress toward the goals is shared with parents at the first nine week grading period report card conference and the third nine week grading period report card conference.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents can share their dissatisfaction about the CIP at the plan development meetings, during a conference with the school administrator, at Parents on Board meetings, or they can note their concerns on the survey at the end of the year.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The school has a parent/stakeholder engagement plan. It outlines activities parents are invited to participate in during the school year. The calendar of events includes but is not limited to: Title I Meetings, Report Card conferences, Muffins with Moms, Donuts with Dads, Literacy/STEM Night, Science Day/Night, Red Ribbon Week, etc.

Information about student progress toward goals is shared at these events. The standards for instruction are also shared and these events.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Sessions will be facilitated in the fall and in the spring pertaining to how parents can help students with literacy throughout the content areas. Sessions will also be scheduled to expose parents to the technology available to their students at school. We will allow parents to explore the ConnectED website, Kahoot, Accelerated Reader, and other technology resources available to our scholars.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

We strive to create a positive school culture where parents, students, and community members feel welcome on campus. We make efforts to be professional and courteous when dealing with all stakeholders. Faculty meetings are used to disseminate helpful information about how to interact with parents, students, and community members. We discuss how to host effective Teacher-Parent conferences and how to establish relationships with parents. The home-school connection is essential to our success.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

The parent resource center is available to parents daily. It contains a copy of the CIP, academic support resources and community agency support brochures.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Parent information is distributed in a manner parents can understand. The school-cast callout, email, parent letters and brochures are used. The district has an EL coordinator who helps with translating information to Spanish. Additionally, our district has access to the TRANSACT tool to translate information into languages other than Spanish.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

The school works to keep parents informed of activities. We share information via call-outs and notices in time for parents to schedule time off from work, if needed. We also host events on different days and at different times to accommodate parent schedules. Literacy Nights and Math Nights are held to involve students and parents in activities to improve achievement. We support and encourage parent involvement however possible. We have personnel available to help connect parents with resources (clothing, food, etc.) in the community. The secretary and guidance counselor gather information and share it with the appropriate personnel to address the requests and needs of our families.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

District ESL personnel and the TRANSACT program are used to provide information to parents in a language that parents can understand.